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IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves from 10 to 40 junior college students each semester. The students come from several ethnic groups and are from low-income families in a small rural town. They represent various age groups, including adults returning to school after years of absence. Begun in 1971, the program consists of a series of individualized laboratory reading courses offered for credit by Wharton County (Texas) Junior College. The program is designed to assist the student in becoming a better reader by supplementing regular reading classes. Four semester-length courses focus successively on word attack skills, vocabulary development, and comprehension; critical reading and newspaper reading skills; various other study skills; increasing speed and comprehension; and skimming and scanning and further work in critical reading skills. Each student takes a diagnostic exam and has an individualized reading program prepared by the reading specialist based on the results of the exam. The student then enters into a contract with the reading instructor, who establishes the guidelines for student objectives and responsibilities. (AIR/RB)

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Wharton County Junior College

Reading Course Information

For

E R I C

From

Emma Gene Schroeder
Instructor

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Wharton, Texas

CS 002 879

# READING LAB

WC JC 3

Objectives
read faster
improve comprehension
improve study skills
improve test taking technique

Instructo
Emma Ge

Text
none-lab materials use

Credit
two semester hours

Attendance
2 hours a week
can be more- your choice!

Media
films, tach-X, tapes
vocabulary slides,
controlled--reade

Grades
contract for an A or B

Method
individualized instr
mini-lectures

Instructor
Emma Gene Schroeder

ehension
skills
taking technique

Text
none-lab materials used

ours

a week
more- your choice!

Media
films, tach-X, tapes, slides,
vocabulary slides, newspaper,
controlled--reader, paperbacks.

Method
individualized instruction
mini-lectures

n AorB

Tom Bodungen
'91

SEQUENTIAL DESIGN
of
READING LAB PROCEEDURES AND ACTIVITIES

I. Brief welcome and explanation of course requirements to minimize anxiety (first day).

II. Lab Orientation

A. Explanation of Grade Contracts
B. Demonstration of Lab Activities
C. Presentation of "slide-sound film unit" explaining policies (absences, book check-out system, tests, etc.)
D. Student Operational Experience of Lab facilities

III. Diagnostic Testing

A. Group
B. Individual
C. Student Profile Sheet

IV. Initial Student-Teacher Conference

A. Discussion of results of test performance
B. Perscription for individual needs.
C. Student Preference discussion

V. Autonomous Student Functioning
(Begins when confererences begin) With Instructor Consultation

VI. Large Group Activities

A. Film Presentation (e.g. Future Shock and Cultural films)
B. Mini Lectures (discussing reading process etc.)
C. Vocabulary
D. Tach X
E. Guest Lecturers (Vance Packard)
F. Tests (large and small groups)

VII. Individualized Activities

A. Audio Tutorial Stations
B. Programmed Instructional Kits
C. Teacher developed instructional packages
D, Student developed modules or units of instruction (e.g. technical vocabulary units, "Jumble" - Puzzles from newspaper; Houston Post).

VIII. Continual Student-Teacher Interaction initiated by either-teacher also function in roles as manager, guide, counselor.

IX. Completion of Contractual Work

X. Post Test

XI. Final Student-Teacher Conference

A. Student Self Evaluation
B. Comparison of Pre and Post Test Data
C. Student Evaluation of Teacher and Reading Course (done formally for administration anonymously) - compulsory.
D. Student Evaluation-in writing and on tape for "future" students - voluntary.

XII. Teacher Recommendations to Students

A. Need additional course work
B. Suggested books for self-help in Vocabulary or Reading
C. Vocational or College Planning Assistance (counseling)

AN ABSTRACT

The Reading Courses are offered to students who want to strengthen their study skills, listening skills, and to improve their comprehension and vocabulary development. There is a heavy emphasis on comprehension improvement and study skills. Grades are offered on a contractural basis and earned by a student when lab work and bonus work are completed. The students have access to the instructor who diagnosis their reading, prescribes activities on a highly individualized basis, and serves as a guide and consultant. The instructor exudes enthusiasm and a positive attitude that reflects belief in a student's capacity to improve and grow. This is a vital part of the program.

Students evaluate the courses as very helpful and enjoyable. The environment is non-punitive, and is in many ways, a respite. Students profit from the instructors influence, the relaxed atmosphere of the lab, the responsibility placed on themselves to work, and the variety of materials available with which to work.

The successful aspects of the program have been developed by both students and instructor.

WHARTON COUNTY JUNIOR COLLEGE

READING LAB

EMMA GENE SCHROEDER - INSTRUCTOR

INDEX TO READING LAB

1. Entrance

2. Bookcase

   A. Top - Study Skill Kits
   B. Right Section - Magazines
   C. Left Section - College Catalogs

3. Banner

   A. Eye catching appeal
   B. Advertising reading
   C. Lab Activities

4. Student Bulletins and News

5. Chalk Board

6. Paperback Racks

7. Controlled Reader Jr. and C.R. Jr. Instrument Carrels

8. Bookshelf

   A. Top - Paperback Reader Condensed Books
      National Geographic
      Library Information
   B. Left Section; level 1. Word Clues Texts
      2. Flash X Hard & Soft Ware
      3. Skimming and Scanning Hard and Soft ware
   C. Center Section; level 1. C.R. Jr. & Tach X Film
      2. C.R. Jr. Workbooks
      3.
   D. Right Section; level 1. Reading Workbooks
      2. Reading Efficiency Check Pamphlets
      3. Supplementary Texts

9. Bulletin Board - Cartoons

10. Round Tables for Work And Rap Sessions

11. Windows

12. Student Filing Cabinets

13. Work Table

14. Wollensak Player

15. Headset Jacks

16. "Pegboard"

A. Clipboards for absences make-up
B. Banners - advertising W.C.J.C. Clubs
C. Listening Workbooks

17. Cabinets

A. Top - Magazines for Browsing and Research
B. Cabinet for Student Worksheets
C. Hardware Storage (Tape Recorder)

18. Work Student Desk - Typing Area

19. Filing Cabinet

20. Bookshelves

21. Teacher Desk and Conference Area

22. Projection Screen

23. Overhead Projector

24. Teacher's Lecturne for mini-lectures

25. Arm Chairs

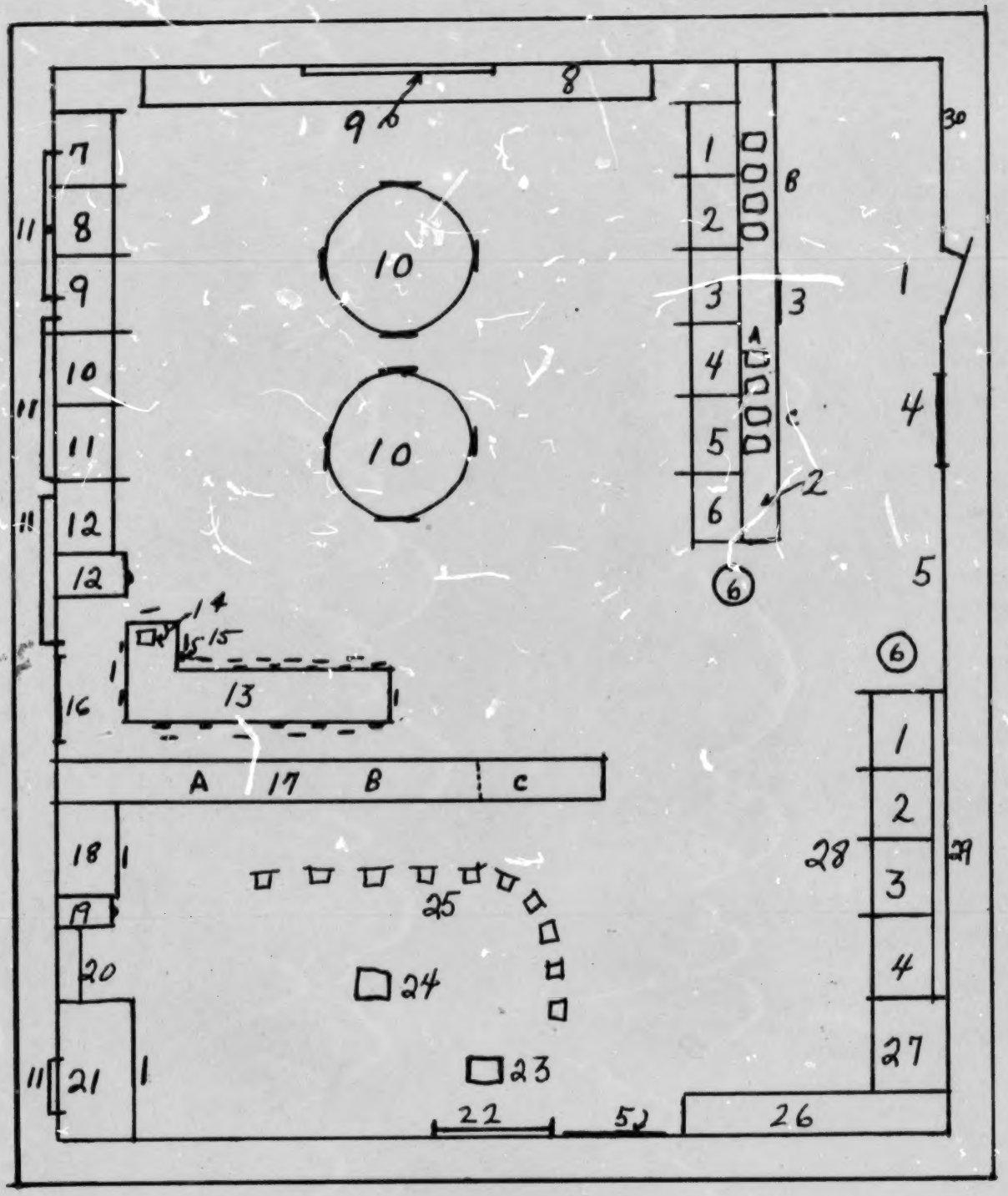
26. Bookshelves (Handouts)

27. Diagnostic Area (Audiometer & Keystone Telebinocular)

28. Audio-Tutorial Carrels; Filmstrip & Slide Projectors; Shadowscope; Instructional packages and Tapes

29. Bulletin Board ( Samples of Student Talent)

30. Storage Cabinet




WHARTON CO. JR. COLLEGE

READING LAB

COMPONENTS OF THE DIRECTED STUDIES READING PROGRAM AT WCJC

I. Academic

A. Skill Development

1. Reading
2. Writing
3. Listening
4. Spelling
5. Speaking
6. Grammar

A multi meadia approach will be taken to teach these skills

7. Math - a consumer approach will be taken in the course structure
8. Antecedents to other parts of curriculium-students will be assisted in participating in college resources and activities

B. Introduction to and an Overview of Our Academic Community - promoting a "knowing and doing curriculum" for a wide clientele with broad short-term goals. Offering academic opportunity in the Learning Center, and utilizing the Drama Department, Choir, and the Art Department.

II. Non Academic

A. Psychology- the student will be exposed to personal development, community concerts, excursions, techniques of enhancing employability, study of human relationships, handicrafts.
B. Personal care-home nursing, nutrition, relevant information for living
C. Guidance and counseling-more <u>intensive</u> service to the student to be offered
D. Vocational opportunities and exposure to world of work
E. Community Resources
   1. Research for available resources to be undertaken
   2. Public Realations work expanded
   3. Initiate student involvement
F. Parental conferences-contact between college and home to assist the student in adjustment.
G. Physical-Medical-Dental Guidance - the physical education class will include the information with related activities.
H. Referral service - instruction of services available and utilization of these services.
I. Internship for perspective instructors - we could become "experience-training ground" for future teachers of "special service" programs.

III. Financial Aid - the officer and his staff will assist students in financial matters that pertain to their eductional needs and serve as an information center for other financial data from which a student may benefit.

IV. Program Development

The program should be highly planned and organized and well structured for the student while maintaining extreme flexibility. It will be an energetic, realistic and optimistic program, with a staff that is deeply committed.

DIRECTED STUDIES READING PROGRAM

The Project will provide a place in the College Community for the student where he can participate, experience, and develop intellectually, emotionally, and socially. It will be a community in which respect for the individual is paramount. The community will include opportunities for intellectual challenge, for stabilization of emotions; (e.g. reduction of anxiety, hostility, withdrawal, aggression or violence, exploitation), for positive reinforcements (e.g. self discipline, less rejection and discrimination, recognition, trust, confidence in student ability) for the preparation of productivity in order for the student to become a constructively contributing member of society.

The general objectives of the program will be to provide an optimal learning environment, to remediate, to teach and enrich in terms of the backgrounds of student, to influence the student in iniating a desire for continuous constructive development, to develop an ability to explore, cope with societal demands, to find self fulfillment, and employ all of the resources of the academic community to insure equality of educational opportunity for all students.

OUTLINE OF CONTENT OF READING COURSES
AT
WHARTON COUNTY JUNIOR COLLEGE

I. ORIENTATION

A. Diagnosis
B. Prescription
C. Operation of Equipment

II. APPLICATION

A. Individual Conferences
B. Multi-Media Approach
C. Individualized Instruction
D. Audio-Tutorial

III. EVALUATION

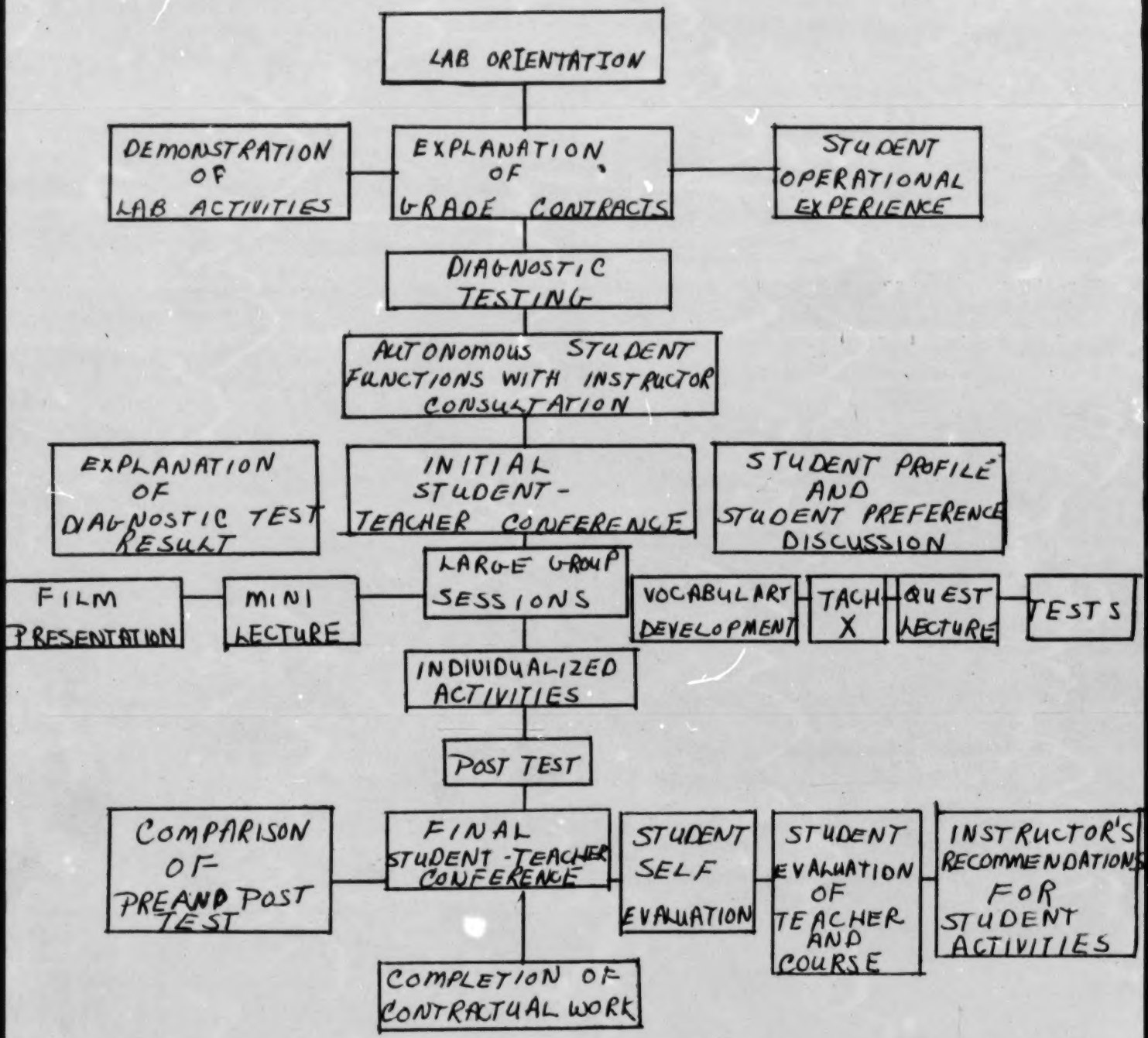
A. Pre and Post Tests
B. Attitudes
C. Student Evaluation
D. Student Recommendations of course to other peers.

IV. AREAS OF EMPHASIS

A. Test Taking Techniques
B. Study Skills (SQ3R)
C. Newspaper Reading
D. Skimming and Scanning
E. Latin Roots
F. Phonics
G. Spelling
H. Concentration
I. Retention
J. Critical Reading
K. Reading for Main Idea

V. GOALS

A. Flexible Rate ( difficulty and purpose)
B. Improved Comprehension
C. Selectivity
D. Self Confidence for Student
E. Enjoyment and Interest in Reading Increased
F. Vocabulary Development
G. Skills Accomplished for Individual Needs


LAB ORIENTATION
DEMONSTRATION OF LAB ACTIVITIES
EXPLANATION OF GRADE CONTRACTS
STUDENT OPERATIONAL EXPERIENCE
DIAGNOSTIC TESTING
AUTONOMOUS STUDENT FUNCTIONS WITH INSTRUCTOR CONSULTATION
EXPLANATION OF DIAGNOSTIC TEST RESULT
INITIAL STUDENT-TEACHER CONFERENCE
STUDENT PROFILE AND STUDENT PREFERENCE DISCUSSION
LARGE GROUP SESSIONS
FILM PRESENTATION
MINI LECTURE
VOCABULARY DEVELOPMENT
TACH X
QUEST LECTURE
TESTS
INDIVIDUALIZED ACTIVITIES
POST TEST
COMPARISON OF PRE AND POST TEST
FINAL STUDENT-TEACHER CONFERENCE
STUDENT SELF EVALUATION
STUDENT EVALUATION OF TEACHER AND COURSE
INSTRUCTOR'S RECOMMENDATIONS FOR STUDENT ACTIVITIES
COMPLETION OF CONTRACTUAL WORK

# SYLLABUS
# FOR
# DIRECTED STUDIES
# DEVELOPMENTAL READING I and II

WHARTON COUNTY JUNIOR COLLEGE

WHARTON, TEXAS

READING INSTRUCTOR-EMMA GENE SCHROEDER

DIRECTED STUDIES READING

Description

This is a course designed to assist the student in becoming a better reader. Emphasis is placed on study skills, listening skills, vocabulary development, dictionary study, and improvement of comprehension. The SQ3R is a significant aspect of the course.

The catalog description is

Reading 101. Developmental Reading I
Reading 102. Developmental Reading II

Prerequisite: None

This course offers individual assistance in the improvement of study skills, flexibility of reading rate, vocabulary, development of effective reading habits and dictionary study.

One lecture and two laboratory hours a week.
Credit: One semester hour

Diagnosis

Each student receives and individualized design of activities suggested by the instructor. The plan develops as a result of diagnostic testing, student conferences, student evaluations and requests. The plan is flexible and changes according to the program and immediate needs of the student.

Presentation

Large and small groups activities, individualized activities, and mini-lectures by instructor are methods of presentation. Mimeographed handouts for enrichment purposes are available to the student.

Media

Films are presented, quest lecturers speak to the students, activities that enrich the student's cultural life are attended, occasionally Controlled Readers, Shadowscopes, Tachistoscopes, Reading Accelerators,

Audio 101, Listening tapes and recorders, SRA Individualized Instruction kits, EDL Word Clues, EDL Study Skills, Flash X, Skimmers and Scanners, and a Matronome are instruments used by the students.

Orientation

The method of orientation is lecture and demonstration by the instructor of the hardware and software; and actual practice with sample software and practice using hardware. Materials available are magazines (donated to the lab by faculty, staff, and adminstrators), dictionaries, paperbacks, workbooks, mimeograph records sheets, So You're a College Freshman, Pioneer Handbooks, W.C.J.C. catalog, College catalog, drug abuse brochures, newspapers (A&M, Texas University, Wharton, Houston, El Campo), Ap Wirephoto News Teletype, Black Studies books, Overhead Projector Transparencies, Bibliography of Black Literature. The instructor plays a vital role in introducing the students to interesting, pertinent reading material !!

Requirements

No text is required. Students use relevant materials (brochures preceding field trips, i.e. Nasa brochure) as the need or interest arises.

Overhead transparencies are utilized demonstrating techniques for locating main ideas, contextual clues, phonics, and syllabication.

The student must attend class regularly and must use the lab facilities. He must contract for an A, B, or C. He must keep adequate records of his progress in his folder. The folder remains in the lab. The student participates in 12 hours which include the following activities: films, mini-lectures, group activities, timed reading, Tach X session with lecturer, vocabulary activities.

## GOALS

The Reading Program is a highly individualized program. Therefore, the following "Goals" are established.

General Objectives

A. To encourage the student.

B. To emphasis the worth of the student as an individual.

C. To inform the student that he is only competing against himself.

D. To create an interest in reading.

E. To assist the student in regaining confidence in himself.

F. To accept the student as he is.

G. To convey to the student that I believe that he "can do it" !

Specific Objectives

These onjectives are developed for each student after his diagnostic testing and conferences. This is a sample, not a complete list.

I. The student will increase his reading rate.

II. The student will increase his comprehension score.

- A. Facts-details-sentences
- B. Inferences
- C. Main Ideas
- D. Problem Solving
- E. Study Type

III. The student will become a more flexible reader.

- A. He will adjust his Reading Rate according to the type of material read without decreasing comprehension.

IV. The student will become more proficient in vocabulary.

- A. Independent Improvement Method
- B. Class-group Improvement Method
- C. Technical (when applicable because of jobs or interest)

Requirements for Grades are:

| A | B | C |
|---|---|---|
| 40 hours | 30 hours | 26 hours |

48 hours available to work
3 absences
7 Tach X and Vocabulary
2 tests
2 open activities
3 holidays

30 available hours to work

Absences may be made up by doing lab work equivalent to a class period. Extra time spent in the lab is counted in contract hours accomplished.

Evaluation

Student completes an evaluation sheet for the course. They are not required to sign their name. The Nelson Denny Form "B" is administered. The instructor evaluates the student's work accomplished, progress in reading rate, comprehension, vocabulary development, and grade level progress.

Class Schedules

The student is furnished with a contract sheet that lists the time required to complete each lab activity. The student tallies an activity on the contract sheet as he completes the activity. The course is scheduled for three hours a week. The student receives one hour credit. The student is encourage to use the Lab in addition to regularly scheduled class periods.

D. Word Analysis
   1. Pronunciation
   2. Roots and Affixes
   3. Spelling Skills

V. The student will become a phrase reader and not a word reader.

VI. The student will become aware of "bad reading" habits.

   A. Regression

   B. Prolonged duration

   C. Excessive fixation

VII. The stuient will minimize his "bad reading" habits.

VIII. The student will become a more critical reader.

IX. The student will use the dictionary.

X. The student will improve textbook reading by using the SQ3R method.

XI. The students will be given techniques for test taking.

XII. The student learns the organizational pattern of paragraphs.

XIII. The student will be taught to use effective study habits.

   A. Conditions

   B. Scheduling

XIV. The students will exhibit enjoyment in reading by:

   A. Change in attitude

   B. Interest in books in lab

   C. Stating his enjoyment received from reading a particular book

   D. Reading more

   E. Increased interest in newspaper reading

   F. Gaining confidence in his ability to read faster with 70% or better comprehension.

   G. Attending class regularly and using the hardware and software to improve his skills.

# GRADE CONTRACT

STUDENT NAME_____ READING_____ SEMESTER_____ YEAR_____

GRADE EQUIVALENTS: A 42 HRS.
B 32 HRS.
C 26 HRS.

GRADES ARE DETERMINED BY THE NUMBER OF HOURS EACH STUDENT SPENDS ON THE WORK AVAILABLE TO HIM.

## CLASSWORK AND LAB WORK

MID-TERM GRADE _____
FINAL GRADE _____

BONUS WORK ____HRS.
CLASS WORK ____HRS.
TOTAL ____HRS.

DIRECTIONS: Place a tally in the 9 weeks column each time you complete the activity. At the end of the 9 weeks period, total the tallies and multiply them by the amount of credit given in the credit column. (eg. ~~1111~~ RFU's = 5x20 min = 100 min). Add the totals together and divide by 60 to get the total time-credit earned for your contract grade (eg. 1800 min ÷ 60 = 30 hours).

| Level | Priority | Activity | Time Credit | Completed Activity 1st 9 weeks | Completed Activity 2nd 9 weeks | Total Minutes Earned |
|---|---|---|---|---|---|---|
| | | RFU | 20 min | | | |
| | | C. R. Jr. | 30 min | | | |
| | | WE ARE BLACK | 20 min | | | |
| | | WORD CLUES & TACH X | 30 min | | | |
| | | SRA (PROGRAM 1 or 2) | 20 min | | | |
| | | STUDY SKILLS | actual | | | |
| | | TAPES & WORKBOOKS | 40 min | | | |
| | | | | | | |
| | | SHADOWSCOPE | actual | | | |
| | | BERGEN EVANS VOCAB. | 3 min. per wd. | | | |
| | | VOCABULAB – SRA | | | | |
| | | SPELLING LAB 3A | | | | |
| | | SPECIALIZED ACTIVITY | | | | |

| FIRST NINE WEEKS | | SECOND NINE WEEKS |
|---|---|---|
| TOTAL HRS. OF CLASSWORK ___ | | ___ TOTAL HRS. OF CLASSWORK |
| TOTAL HRS. BONUS WORK ___ | | ___ TOTAL HRS. BONUS WORK |
| FIRST NINE WEEKS HOURS ___ | + | ___ SECOND NINE WEEKS HOURS |

TOTAL LAB HOURS COMPLETED _____

## BONUS WORK

DIRECTIONS: Extra lab work is bonus credit. Place a tally for each activity completed (under "classwork") and also place a tally for each 20 minutes of extra time spent in the lab (under "Bonus Work"). Time for the activity plus extra time in the lab is given for an Extra Lab Session (work done in the lab in addition to your class time.)* NOTE: List titles of Outside Reading and the names of Cultural Events.

| Activity | Credit | 1st 9 wks. | 2nd 9 wks. | Total |
|---|---|---|---|---|
| **OUTSIDE READING (5 Books) | 2 hrs. per book | | | |
| TEXT | 5 hrs. | | | |
| *CULTURAL ACTIVITY | actual time | | | |
| INDIVIDUAL CONTRIBUTIONS | to be determined | | | |
| TESTS (Vocab. and Latin Roots) | to be determined | | | |
| *EXTRA LAB WORK TIME SESSIONS | 20 min of work = 40 min credit | | | |
| SUGGESTED TECHNICAL VOCAB. FOR LAB | to be determined | | | |
| A-T TAPES | actual time | | | |
| NEWSPAPER | to be determined | | | |
| READING EFF'Y. CHECKS | 15 minutes | | | |
| SKIMMING & SCANNING | 10 minutes | | | |

### * Cultural Events

| Name of Event | Time |
|---|---|
| | |
| | |
| | |
| | |
| | |

### ** Outside (Supplemental) Reading

| Title of Book | Course Name or Free Choice Selection |
|---|---|
| | |
| | |
| | |
| | |
| | |

Criteria

A. Students are encouraged to have no more than 3 absences.

B. Students are encouraged to make up absences by using the lab during non-class time.

C. Students contract for an A, B, or C.

D. Students keep own records in a personal folder.

E. Students consult with the instructor as the need arises.

F. Students are pre and post tested.

G. Students take tests.

H. Test grades are only one factor in determining a grade for the course.

I. The hours of lab work and outside reading are important factors in earning a grade for the course.

J. Lecture time is minimized.

K. Students are encouraged to share information about books read with other class members.

L. The majority of hours accomplished must be in lab work, not outside reading.

M. The student receives own outline for the course.

N. The student always knows the structure and design of a test before it is administered.

O. The honor system is encouraged by the instructor.

P. The dignity of the individual is acknowledged.

Q. Respectful behavior is required.

R. A relaxed atmosphere is maintained.

DIAGNOSTIC PROCEDURE
FOR
DIRECTED STUDIES READING
AT
WCJC

I. The Nelson Denny Pre-Test is administered to all students enrolled in the course.

II. Individual conferences are held with the student and the instructor. The conference includes:

A. Diagnostic Report
B. Recommendations by instructor-prescribed priority of activites.
C. Student requests-student desires specific help.

III. Program is designed for the individual as a result of:

A. Testing (St[illegible]rdized and Informal)
B. Use of Per[illegible] Data Sheet
C. Learning and Behavior Check List
D. Informal Inventory

IV. Students keep their own records in folders containing contract.

V. Post Test

A. Nelson Denny Silent Reading Test - Revised Edition Form B (Fall), Form A (Spring). A Pre and Post Test with the same form is given each semester. Form C and D to be used in future also.
B. Specific test for individual needs.

VI. Referrals (when necessary to outside sources)
Referrals (colleagues involved with student and consultations)

VII. Reading tests administered to students with specific difficulties.

A. Iowa Silent Reading Test
B. Spache Oral Reading Test
C. Slossan Intelligence Test
D. Reading Miscue Inventory
E. Reading Test - McGraw Hill Basic Skills System - Raygor

VIII. Hardware to be used for Diagnosis

A. Keystone Telibinocular
(Screens for visual difficulties; instrument is set for nearpoint testing as related to the reading act.)
B. Maico Audiometer (Hearing)

# PERCENTILE CHART

Instruments and Materials
Available to Students in the
Reading Lab at W.C.J.C.

Hardware

CR Jr.

CR

Tach X

Overhead Projector

Flash X

Wall Screen

Skimmer and Scanner

Reading Accelerators

Shadowscope

Audio Flash-Card System

Tape Recorder

Headsets

Cassette Player

Audio-Tutorial Carrels

Hitachi-tape and filmstrip projector

SUPPLEMENTARY TEXTS

Anatomy of Reading

How to Become a Better Reader

Developing Your Vocabulary

Successful Reader

Read With Speed

Software

Word clues workbooks ( 7 levels)

CR Jr. Workbooks ( 4 levels)

Tape Workbooks - Listen and Reading Efficiency

Reading Efficiency Check

So You're a College Freshman

Skim and Scan workbook

Transparencies

Skim and Scan Text

Tane Press Books

Flash X Card Sets

College Catalogs

Reel Tapes ( Listen and Read-EDL)

Film Strips

Readers Digests

PERIODICALS

Variety of Issues Donated

National Geographics

Software - continued

Books and lectures on tapes

Bergan Evans
Vocabulary I and II (tapes and filmstrips)

Reading Skills

McGraw Hill Basic Skills Series

Thirty Days To A More Powerful Vocabulary

How To Study In College

How To Take Tests

How To Read Factual Literature

Reading For Facts

Reading For Ideas

Dictionaries

The American Heritage Dictionary of the English Language

Webster's Third New International Dictionary

Webster's New Collegiate Dictionary

The American College Dictionary

Paperbacks

Black Studies (400 copies)

Individualized Kits
SRA - College I&II

Dimensions in Reading

Reading for Understanding - General Edition

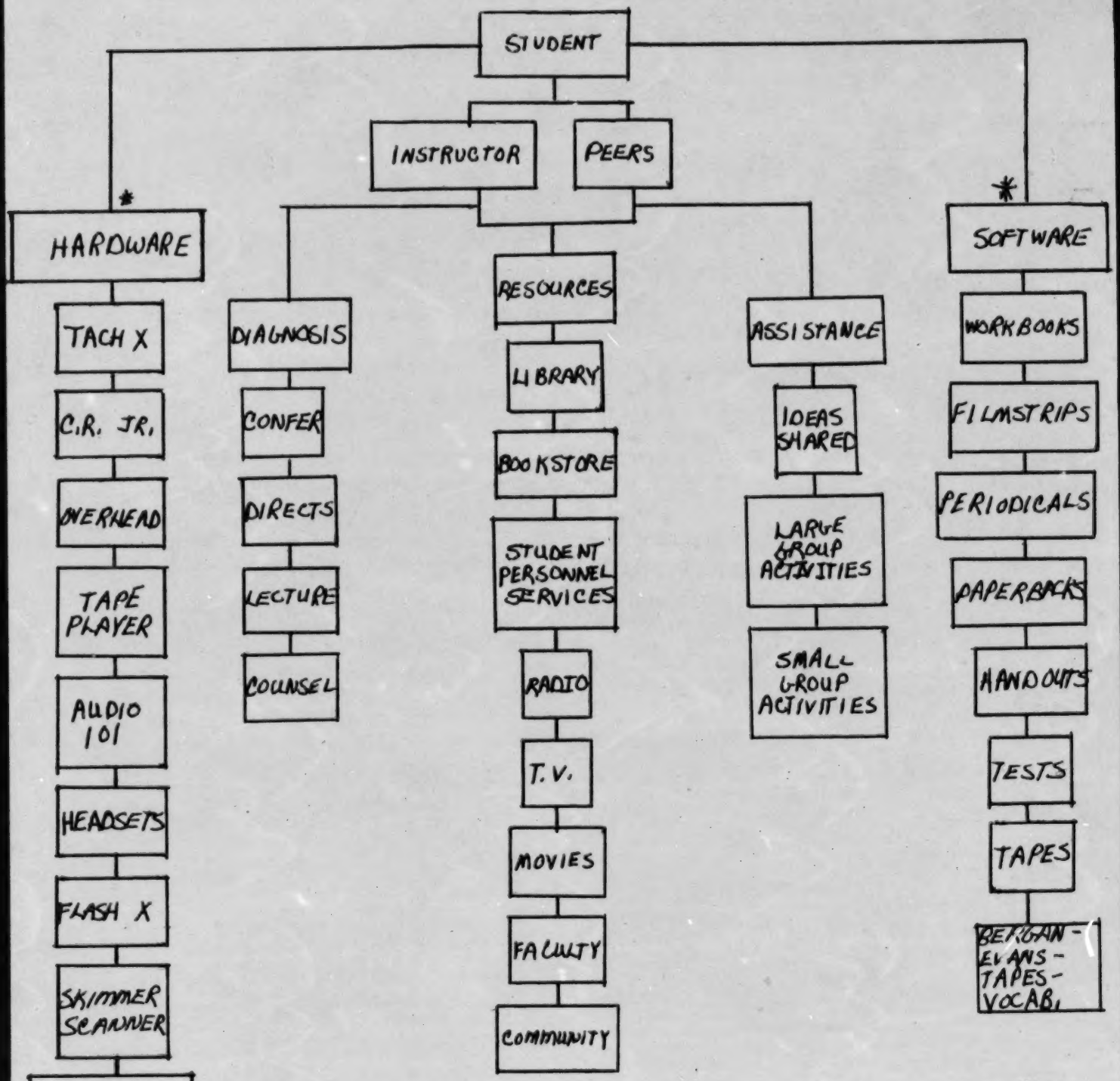
Study Skills

We Are Black

SRA Spelling Word Power Lab 3A

SRA Vocabulab

# READING COURSE DESIGN




* INSTRUMENTS AND MATERIALS AVAILABLE TO STUDENTS IN READING LAB AT WCJC

# READING LAB POLICIES

# ASSISTANCE

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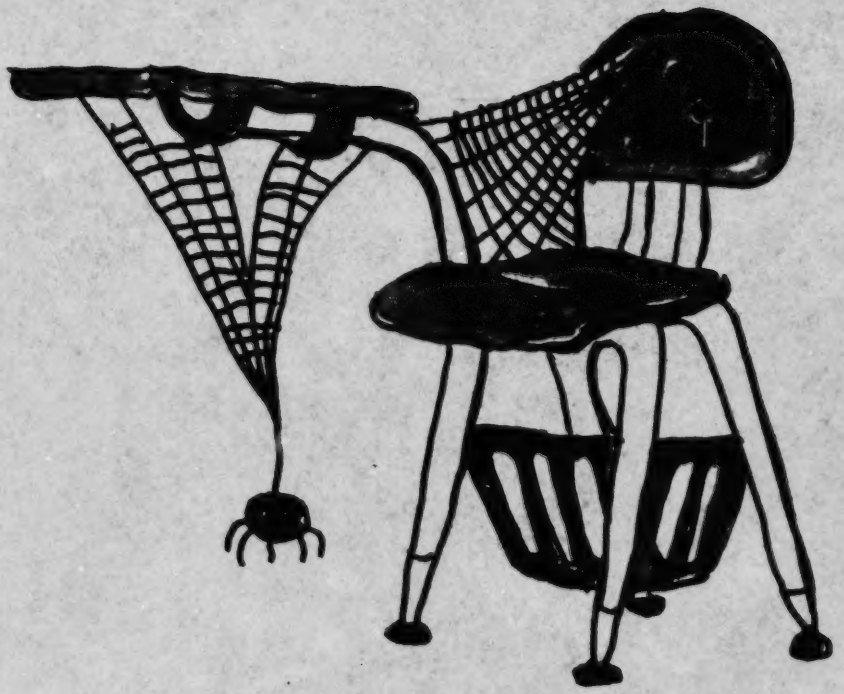
Conferences

©

# ABSENCES



©

A B C D F
GRADES

# Specialized Activities

# MATERIALS

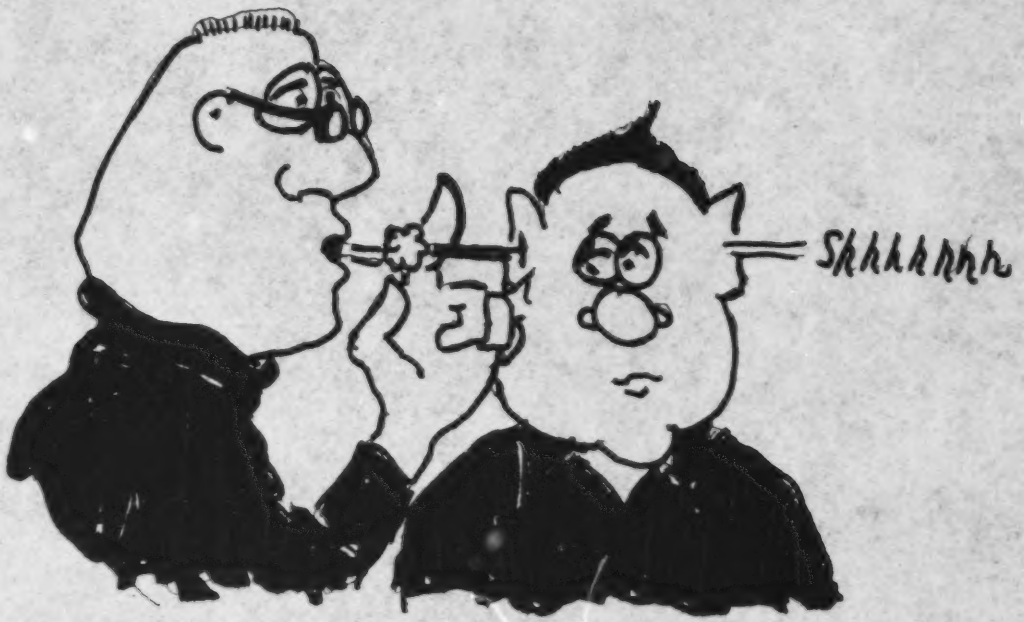
# RECORDS

©

# EXTRA LAB WORK

TARDINESS

# Reading Lab
# Climate



PAPERBACK
CHECKOUT
COMICS

TESTS?

©

POLICIES

Exams - there is no final exam given in the Reading Lab. A standardized Reading test that is given as a pre and post test is officially considered the exam. The post test is used to compare reading scores with the student's pre test reading scores. The post test is given during the fifteenth week of the semester. The last conference is held during the sixteenth week. If a student has completed his contract and has had the conference with the instructor he is finished with the course a week before finals. This frees him to study for other exams.

Extra Lab Work - for contractual purposes, the work in the Reading course for the student is classified in two ways: 1. classwork lab work 2. and Bonus Work. Work done during class and in the Reading Lab is defined as classwork and lab work. All other work done is considerd Bonus Work. Bonus work should not exceed 1/3 of a student's work. The obvious reason being that the student should utilize lab facilities. Bonus work is included in the contract in order to assist students: 1. who are tightly scheduled with very little free time 2. students who work 3. students who commute. Bonus work is work done outside of the Lab. Extra Lab Work is work done in addition to class periods. A student will receive double time for extra lab work; for example; twenty minutes work will count as forty minutes on the contract.

Tardiness - if tardiness is a repeated practice, the student will be asked to remedy the situation.

Records - the student will keep his individual records in a folder. The folders must not be taken out of the Lab. The folders are filed by sections in the top drawer of the filing cabinet. The student places his folder behind the index card with his particular section number on it, for example: 103.1 means section one 9:00 a.m. on MWF. 103.2 means section two 11:00 a.m. on MWF. The instructor will check each student's folder several times during the semester. The instructor will suggest level changes based on performance in activities as indicated by the student's records.

Specialized Activities - there are opportunities for students to contribute their talents to the Reading Lab. If a student contributes art work or clerical assistance during non-class-time he will receive "Bonus Credit" on his contract for specialized participation.

Lab Orientation - is a period of time (usually a week) when the students are taught how to operate instruments and use programmed instructional media in the Reading Lab.

Paperback Checkout - the student may select a paperback to read, sign his name on the check-out sheet attached to the rack, and take the book. There is no return time limit. A student is encouraged to return the book when finished in order to keep the book in circulation.

Materials - the materials that are probided for the student are:
1. contract sheets and labels for the folder 2. Worksheet forms for SRA, RFU, CRJr. 3. Evaluation sheets for A T packages 4. Tests 5. Handouts
The student provides the following materials for the course: 1. a folder 2. Paper for work sheets.

Assistance- the student is free to work on his perscribed activities in any order or frequency of his choice. Activities are rated by the instructor as priority items; therefore a student should work more in a priority I activity. But, variety is an important part of the Reading Program and a student is encouraged to change activities when he desires.
A student may seek assistance from the instructor at any time during the scheduled class and during the instructor's office hours ( which are posted on the door).

Reading Lab Climate- Students are encouraged to work quietly. Conversation with peers is encouraged. "The motto is: If you disturb someone else then don't do it."
Hopefully, the Reading Lab is a fun place to be. The Reading Lab offers a student opportunities for growth.
The Reading Lab challenges the student.
A valuable student comment is:
"If you're willing to work you'll get a lot out of the course."

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Instructional Goals For the Development of a Successful Reading Program at Wharton County Junior College

Instructor-
1. Shall be enthusiastic
2. Shall be involved in professional growth
3. Shall have command of the subject area
4. Shall consider the student "the most important part of the college"
5. Shall be sincere in wanting to help students
6. Shall be a high "I" (internalist)
7. Shall be dependable
8. Shall be cooperative with colleagues and administration
9. Shall treat each student as a human being entitled to respect and dignity.
10. Accessible to the student at all times
11. Breaks course content into small, manageable tasks
12. Selects learning activities that result in achievement of objectives
13. Shall have a positive attitude toward subject matter
14. Shall actively involve the student in the learning process
15. Shall accomodate individual differences
16. Shall have high expectations for the student (a belief that you can do it)
17. Shall be an honest and open human being

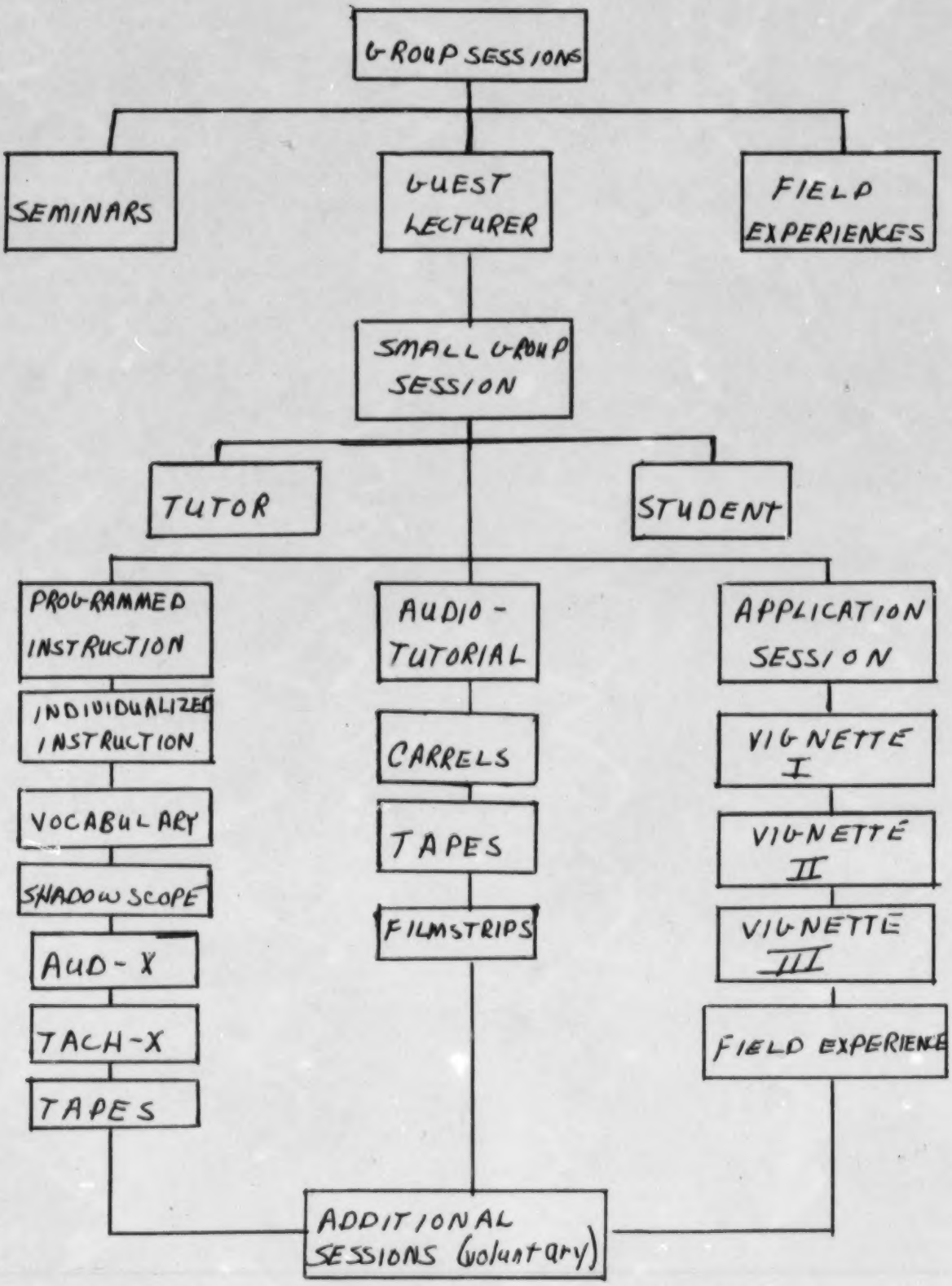
Students Will:
1. Proceed at own rate
2. Participate in individual activity
3. Operate equipment
4. Keep own records
5. Confer with instructor
6. Perform autonomously
7. Be graded on a contractual basis
8. Have option days to work
9. Have opportunity to use lab at the student's convenience

10. Have an opportunity for verbal ( by instructor and peers) rewards for accomplishments as well as displays of students' talent
11. Have access to tapes and A T equipment for instructional use and review of mini- lectures
12. Have an opportunity to improve the reading courses
13. Have an opportunity to interact with peers or work individually
14. Have an opportunity for being positively accepted for being himself

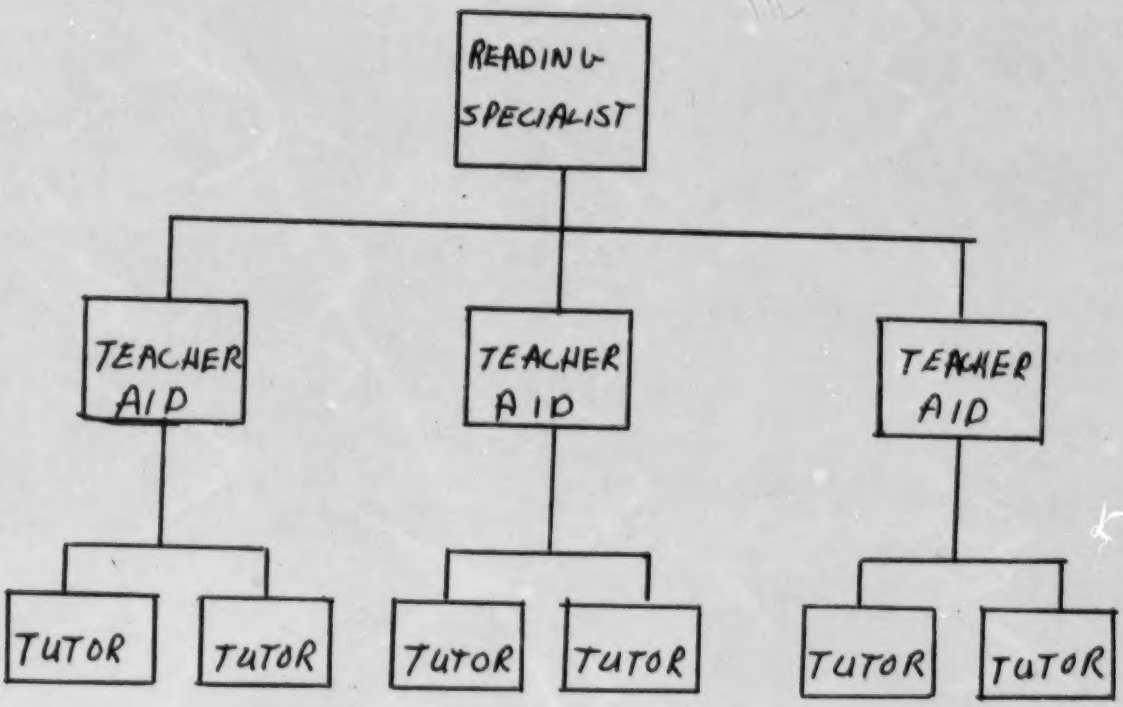
Environment Shall Be:

1. Positive and comfortable
2. Non-punitive
3. Conducive to learning
4. Designed for student active participation
5. Adequately stocked with media for learning activities
6. Filled with appropriate materials for the students
7. So arranged that student involvement is easy and encouraged
8. Filled with displays, books, materials
9. Provides adequated work space
10. Has a reasonable noise level
11. Flexible
12. Inviting
13. Operable by students

READING ORGANIZATIONAL CHART



# READING FACULTY CHART



CATALOG DESCRIPTION

Reading 101. Developmental Reading I.
Prerequisite: None.
The student receives individual assistance in the improvement of word attack skills (phonics, spelling, syllabication
This course offers the student an opportunity to improve his reading through vocabulary development, comprehension improvement and the use of flexible reading rates.
One lecture and two laboratory hours a week.
Credit: Two semester hours

Reading 102. Developmental Reading II.
Prerequisite: Reading 101
A continuation of Reading 101 with emphasis on critical reading and newspaper reading skills needed for minimal effective participation in society.
One lecture and two laboratory hours a week.
Credit: Two semester hours

Reading 103. Effective Reading
Prerequisite: None
The student receives a reading diagnosis and an individually designed program of work which enables him to work at his own rate and level of competency.
Audio-tutorial packages, filmstrips, films, slides, transparencies, paperbacks, and programmed materials are utilized in a multi-media approach.
Emphasis is placed on reading the newspaper, reading textbooks efficiently, listening skills, dictionary use skills, test taking techniques, improving lecture note taking, assistance with college course study assignments, vocabulary development, increased reading speed, and developing better comprehension.
One lecture and two laboratory hours a week.
Credit: Two semester hours.

Reading 104. Advanced Reading
Prerequisite: Reading 103 or permission of instructor.
This course provides emphasis in critical reading, comprehension and speed, skimming and scanning and paperback reading.
The course is designed for the student who is reading at or above average level. It is suggested for college students, business and professional people, and other adults who recognize a need for greater efficiency in reading.
One lecture and two laboratory hours a week.
Credit: Two semester hours.

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STANDARIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

| Section 103.1 | | Section 103.2 | |
|---|---|---|---|
| Pre-Test Grade Level | Post-Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
| 12.9 | above 14 | above 14 | above 14 |
| 12.6 | " 14 | 13.7 | " 14 |
| 11.9 | " 14 | 13.4 | " 14 |
| 11.5 | " 14 | 10.5 | 12.8 |
| 11.4 | 13.9 | 10.4 | 11.8 |
| 11.0 | 13.2 | 9.5 | 11.7 |
| 10.7 | 13.0 | 9.4 | 11.5 |
| 10.6 | 12.8 | 9.0 | 11.0 |
| Md. 10.2 | 12.8 Md. | 8.7 | 11.0 |
| 9.9 | 12.7 | 8.4 | 11.0 |
| 9.1 | 11.9 | 7.7 | 10.2 |
| 8.6 | 11.1 | 7.7 | 10.0 |
| 8.6 | 9.5 | 7.6 | 8.8 |
| 8.3 | 9.1 | 7.3 | 8.4 |
| 8.1 | 9.1 | 7.0 | 8.0 |
| 8.0 | 8.1 | below 7 | |
| below 7 | | " 7 | |
| TOTAL NO.OF SCORES 17 | 16 | 17 | 15 |

| Pre Test Median Scores of 6 Sections | Post Test Median Scores of 6 Sections |
|---|---|
| 10.2 | 12.8 |
| 8.7 | 11.0 |
| 8.3 | 10.9 |
| 8.6 | 10.8 |
| 8.4 | 10.5 |
| 7.2 | 10.4 |
| = Median 8.6 grade level | 11.1 Median Grade Level |

STANDARIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

| Section 103.3 | | Section 103.4 | |
|---|---|---|---|
| Pre-Test Grade Level | Post-Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
| 13.2 | above 14 | above 14 | above 14 |
| 12.3 | 14 | 12.7 | 14 |
| 11.5 | 13.8 | 10.4 | 10.9 |
| 11.4 | 13.5 | 9.9 | Md. 10.5 |
| 10.9 | 12.7 | 9.1 | 10.5 |
| 10.6 | 12.7 | Md. 8.6 | 8.1 |
| 9.8 | 12.2 | 8.3 | 7.9 |
| 9.6 | 12.2 | 7.6 | |
| 9.2 | 11.9 | 7.2 | |
| 9.0 | 10.8 | 7.1 | |
| 8.7 | 10.8 Md. | below 7 | |
| 8.7 | 10.3 | | |
| 8.3 Md. | 10.0 | | |
| 8.1 | 10.0 | | |
| 8.0 | 9.5 | | |
| 7.9 | 9.5 | | |
| 7.7 | 9.2 | | |
| 7.7 | 9.1 | | |
| 7.3 | 8.6 | | |
| 7.2 | 8.4 | | |
| 7.0 | below 7 | | |
| below 7 | " 7 | | |
| " 7 | | | |
| " 7 | | | |
| " 7 | | | |
| TOTAL NO. OF SCORES 25 | 22 | 11 | 7 |

STANDARIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

Section 103.5

| Pre-Test Grade Level | | Post-Test Grade Level | |
|---|---|---|---|
| above | 14 | above | 14 |
| | 10.5 | | 12.4 |
| | 9.8 | | 11.7 |
| | 8.7 | | 10.8 |
| | 8.4 | | 10.7 |
| Md. | 8.4 | | 10.4 Md. |
| | 8.1 | | 9.5 |
| | 7.5 | | 9.2 |
| | 7.3 | | 9.0 |
| | 7.0 | | 7.9 |
| below | 7 | below | 7 |
| TOTAL NO. OF SCORES | 11 | | 11 |

STANDARIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

(Directed Studies) Section 101.1

| Pre-Test Grade Level | | Post-Level Grade Level | |
|---|---|---|---|
| 11.4 | | 13.4 | |
| 10.0 | | 13.2 | |
| 9.6 | | 12.6 | |
| 9.5 | | 12.4 | |
| 9.4 | | 12.3 | |
| 9.4 | | 11.7 | |
| 9.2 | | 11.7 | |
| 8.3 | | 11.4 | |
| 8.0 | | 11.2 | |
| 7.9 | | 11.0 | |
| 7.7 | | 11.0 | |
| 7.3 | Md. 7.2 | 10.9 | Md. |
| 7.1 | | 9.8 | |
| 7.1 | | 9.6 | |
| 7.1 | | 9.5 | |
| below 7 | | 8.7 | |
| " 7 | | 8.1 | |
| " 7 | | 8.1 | |
| " 7 | | 8.1 | |
| " 7 | | 7.3 | |
| " 7 | | below 7 | |
| " 7 | | | |
| " 7 | | | |
| " 7 | | | |
| TOTAL NO. OF SCORES | 24 | | 23 |

A Comparison of Pre-Test
Statistics at WCJC for Reading
Class Sections

Median Scores

Source: Nelson Denny Standarized Reading Test.
Forms B & A

Fall Form B

| 1970 | 1971 | 1972 | 1973 | 1971 | 1972 | 1973 | 1974 |
|---|---|---|---|---|---|---|---|
| | 10.9 | 10.2 | 9.0 | 11.0 | 12.8 | 11.9 | |
| | 10.3 | 9.4 | 9.0 | 11.1 | 10.9 | 11.2 | |
| | 10.2 | 9.1 | 9.0 | 10.6 | 10.6 | 11.1 | |
| | 9.6 | 8.7 | 8.4 | | 9.4 | 11.1 | |
| | 9.6 | 7.9 | 8.7 | | 8.8 | 10.3 | |
| | 10.1 | 9.1 | 8.8 | 10.9 | 10.5 | 11.1 | |
| | mean | mean | mean | mean | mean | mean | |

Form A 10.9

| Directed Studies | 1972 | 1973 | 1974 | 1971 | 1972 | 1973 | 1974 | 1975 |
|---|---|---|---|---|---|---|---|---|
| | 7.6 | 8.1 | | 9.5 | 9.0 | 7.9 | | |
| | 7.2 | 7.9 | | 8.2 | 8.3 | 7.9 | | |
| | | | | 7.9 | | | | |
| | 7.4 | 7.9 | 7.2 | 8.5 | 8.7 | 7.9 | 9.9 | 9.1 |
| | mean | mean | mean | mean | mean | mean | | |

MEDIAN GRADE LEVEL SCORES
OF
STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
1970-71

| | PRE-TEST | MID-TEST | POST-TEST | GAINS |
|---|---|---|---|---|
| 104.1 | 9.5 | 9.1 | 9.9 | +.4 |
| 104.2 | 7.9 | 9.1 | 9.1 | +1.2 |
| 104.3 | 8.2 | 8.1 | 10.0 | +1.8 |

MEDIAN OF
ABOVE SCORES

| PRE-TEST | MID-TEST | POST-TEST |
|---|---|---|
| 8.2 | 9.1 | 9.9 |

CHANGE OF
GRADE LEVEL

PRE & POST = +1.7 for 7 months

MID & POST = + .8 for 3 months

TOTAL FOR ALL DIRECTED STUDIES STUDENTS
(GROUPED BY HIGHEST TO LOWEST SCORES)
(NOT SECTIONS)

| MEDIAN | MEDIAN | MEDIAN |
|---|---|---|
| 8.8 | 8.4 | 9.8 |

## DISTRIBUTION OF SCORES

| GRADE LEVEL | PRE-TEST | MID-TEST | POST-TEST |
|---|---|---|---|
| 14 | 1 | 0 | 1 |
| 13 | 0 | 1 | 1 |
| 12 | 2 | 0 | 2 |
| 11 | 0 | 2 | 4 |
| 10 | 3 | 5 | 7 |
| 9 | 10 | 5 | 11 |
| 8 | 5 | 8 | 4 |
| 7 | 5 | 8 | 2 |
| BELOW 7 | 7 | 3 | 2 |

STATISTICS
FOR
DIRECTED STUDIES 103
DEVELOPMENTAL READING I
FALL 1971

FROM: EMMA GENE SCHROEDER

STANDARIZED TEST RESULTS
FOR "DIRECTED STUDIES" READING COURSE AT
WCJC
FALL 1971

NELSON DENNY READING TEST - FORM B

| Section 103.1 | | Section 103.2 | |
|---|---|---|---|
| Pre-Test Grade Level | Post- Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
| 12 | 12.3 | 13.2 | 12.9 |
| 10.2 | 10.6 | 12.9 | 11.5 |
| 10.0 | 10.4 | 11.7 | 11.1 |
| 9.5 | 10.2 | 9.8 | 11.0 |
| 9.2 | 9.4 | 9.8 | 10.7 |
| 9.1 | 9.2 | 9.1 | 10.6 |
| 8.6 | 8.8 | 9.1 | 10.4 |
| 8.3 | 8.7 Md. | 8.8 | 10.3 |
| 8.0 | 8.6 | 8.1 | 10.2 Md. |
| 7.6 | 8.4 | 7.9 Md. | 9.5 |
| 7.5 Md. | 7.9 | 7.7 | 9.5 |
| 7.5 | 7.7 | 7.3 | 9.2 |
| 7.3 | 7.6 | 7.2 | 9.1 |
| 7.2 | 7.5 | 7.2 | 8.0 |
| 7.0 | below 7 | 7.2 | 7.2 |
| below 7 | | below 7 | |
| " 7 | | " 7 | |
| " 7 | | " 7 | |
| " 7 | | | |
| TOTAL NO. OF SCORES 19 | 15 | 18 | 15 |

FALL 1971
FREQUENCY TABLES
"DIRECTED STUDIES

Section 103.1

| Grade Level | Pre-Level | Post-Level |
|---|---|---|
| over 14 | 0 | 0 |
| 14 | 0 | 0 |
| 13 | 0 | 0 |
| 12 | 1 | 1 |
| 11 | 0 | 0 |
| 10 | 2 | 3 |
| 9 | 3 | 2 |
| 8 | 3 | 4 |
| 7 | 6 | 4 |
| below 7 | 4 | 1 |

Section 103.2

| Grade Level | Pre-Level | Post-Level |
|---|---|---|
| over 14 | 0 | 0 |
| 14 | 0 | 0 |
| 13 | 1 | 0 |
| 12 | 1 | 1 |
| 11 | 1 | 3 |
| 10 | 0 | 5 |
| 9 | 4 | 4 |
| 8 | 2 | 1 |
| 7 | 6 | 1 |
| below 7 | 3 | 0 |

FALL 1971

DIRECTED STUDIES READING (103)

| Section | Pre-Test Median Grade Level | Post-Test Median Grade Level | Pre-Test Mode Grade Level | Post-Test Mode Grade Level |
|---|---|---|---|---|
| 103.1 | 7.5 | 8.7 | 7 | 7 & 8 |
| 103.2 | 7.9 | 10.2 | 7 | 10 |

STANDARIZED TEST RESULTS
FOR READING COURSES AT
WCJC
SPRING 1972

| Regular Reading | | Median Grade Level | |
|---|---|---|---|
| | | Pre-Test | Post Test |
| 103.1 | | 9.4 | 12.1 |
| 103.2 | | 10.6 | 13.2 |
| 103.3 | | 10.9 | 13.6 |
| 103.4 | | 12.8 | over 14 |
| 104.1 | advanced | 8.8 | 9.9 |

| Directed Studies | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 104.1 | 9.0 | 11.6 |
| 104.2 | 8.3 | 12.1 |

STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
Spring 1972

NELSON DENNY READING TEST FORM A

Section 104.1

| Pre-Test Grade Level | Post-Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
|---|---|---|---|
| 10.6 | 13.1 | 11.1 | 13.6 |
| 10.7 | 13.1 | 10.0 | 13.1 |
| 10.3 | 13.1 | 9.5 | 12.7 |
| 9.8 | 12.6 | 9.5 | 12.4 |
| 9.5 | 11.9 | 9.0 | 12.3 |
| 9.0 | 11.6 | 9.0 | 12.1 |
| Md. 9.0 | Md. 11.6 | 8.9 | Md. 12.1 |
| 8.9 | 11.1 | 8.8 | 10.9 |
| 8.2 | 11.1 | 8.3 | 10.4 |
| 7.7 | 10.9 | Md. 8.3 | 10.4 |
| 7.7 | 9.7 | 8.2 | 10.2 |
| 7.0 | 9.3 | 8.2 | 9.7 |
| | 7.0 | 8.1 | 9.3 |
| | | 7.7 | |
| | | 7.3 | |
| | | below 7 | |
| Total No. of Scores 12 | 13 | 16 | 13 |

STANDARIZED TEST RESULTS
FOR READING COURSES AT
WCJC
FALL 1972

| Reading Reading | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 103.1 | 9.1 | 11.1 |
| 103.2 | 10.2 | 13.1 |
| 103.3 | 9.4 | 11.4 |
| 103.4 | 8.7 | 11.4 |
| 103.5 | 7.9 | 11.9 |

| Directed Studies | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 103.1 | 7.2 | 9.9 |
| 103.2 | 7.6 | 9.0 |

STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
FALL 1972
NELSON DENNY READING TEST FORM A

| Section 103.1 | | Section 103.2 | |
|---|---|---|---|
| Pre-Test Grade Level | Post-Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
| 10.8 | 12.8 | 11.2 | 14.0 |
| 9.6 | 11.5 | 11.0 | 14.0 |
| 9.5 | 11.2 | 10.5 | 13.8 |
| 9.2 | 10.8 | 10.2 | 12.5 |
| 9.1 | 10.7 | | 10.3 |
| 9.0 | 10.4 | 10.0 | 9.9 |
| 8.7 | 10.2 | 8.4 | 9.4 |
| 8.6 | Md. 9.9 | 8.4 | 9.1 |
| 7.7 | 9.9 | 8.0 | 9.0 |
| 7.3 | 8.7 | 7.7 | 9.0 |
| 7.2 | 8.4 | 7.6 | 8.8 |
| Md. 7.2 | 8.4 | 7.2 | 8.8 |
| 7.1 | 8.3 | 7.2 | 8.7 |
| 7.1 | 8.0 | 7.1 | 8.4 |
| below 7 | 7.5 | 7.0 | 8.3 |
| " 7 | 7.5 | below 7 | 7.9 |
| " 7 | 7.3 | " 7 | 7.2 |
| " 7 | 7.0 | " 7 | |
| " 7 | 7.0 | " 7 | |
| " 7 | | | |
| TOTAL NO. OF SCORES 20 | 19 | 18 | 17 |

STANDARIZED TEST RESULTS
FOR
READING COURSES AT WCJC
SPRING 1973

| Regular Reading | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 103.1 | 11.1 | 13.8 |
| 103.2 | 11.2 | 13.8 |
| 103.3 | 11.1 | 14.0 |
| 103.4 | 11.9 | 13.2 |
| 104.1 | 10.3 | 11.7 |

| Directed Studies | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 104.1 | 7.9 | 9.0 |
| 104.2 | 7.9 | 8.6 |

STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
SPRING 1973
NELSON DENNY READING TEST FORM A

Section 104.1

| Pre-Test Grade Level | Post-Test Grade Level | |
|---|---|---|
| 12.4 | 13.9 | 7.5 |
| 9.8 | 13.1 | 7.2 |
| 9.5 | 11.4 | 7.0 |
| 9.1 | 10.9 | |
| 9.1 | 10.6 | |
| 9.0 | 10.4 | |
| 9.0 | 9.7 | |
| 7.9 | 9.1 | |
| 7.1 | Md. 9.0 | |
| 7.0 | 8.8 | |
| below 7.0 | 8.4 | |
| " 7.0 | 8.3 | |
| " 7.0 | 7.8 | |
| " 7.0 | 7.6 | |
| TOTAL NO.OF SCORES 14 | 17 | |

Section 104.2

| Pre-Test Grade Level | Post-Test Grade Level |
|---|---|
| 10.4 | 14.0 |
| 9.0 | 9.9 |
| 9.0 | 9.0 |
| 8.3 | Md. 9.0 |
| Md. 7.9 | 8.3 |
| 7.5 | 8.8 |
| below 7.0 | 8.6 |
| " 7.0 | below 7.0 |
| " 7.0 | (This student was very ill and abscences were excessive) |
| 9 | 8 |

STANDARIZED TEST RESULTS
FOR READING COURSES AT
WCJC
FALL 1973

| Regular Reading | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 103.1 | 8.4 | 10.7 |
| 103.2 | 9.0 | 10.6 |
| 103.3 | 9.0 | 11.2 |
| 103.4 | 9.0 | 12.5 |
| 103.5 | 8.7 | 11.7 |

| Directed Studies | Median Grade Level | |
|---|---|---|
| | Pre-Test | Post-Test |
| 103.1 | 8.1 | 10.3 |
| 103.2 | 7.9 | 8.8 |

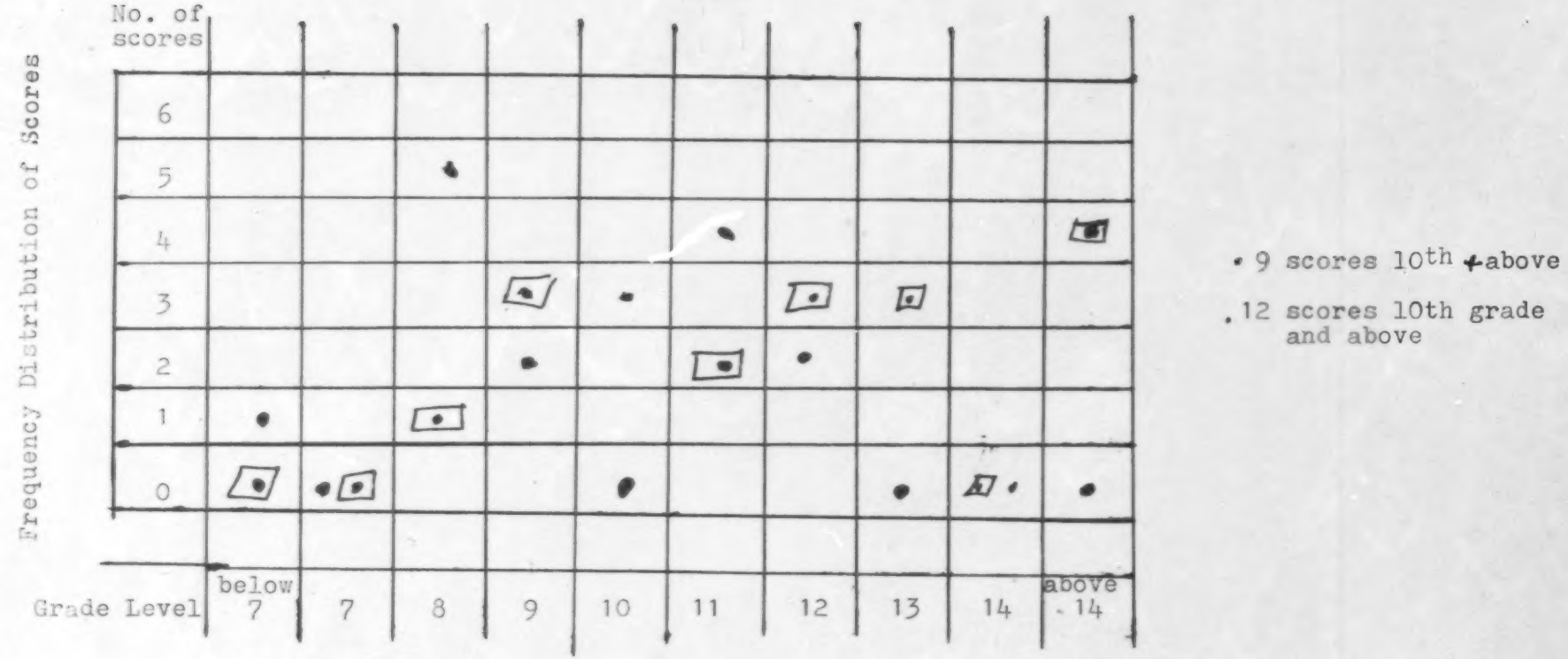
STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
FALL 1973
NELSON DENNY READING TEST FORM B

| Section 103.1 | | Section 103.2 | |
|---|---|---|---|
| Pre-Test Grade Level | Post-Test Grade Level | Pre-Test Grade Level | Post-Test Grade Level |
| 9.2 | 12.8 | 10.9 | 13.1 |
| 9.2 | 11.1 | 9.1 | 12.9 |
| 8.4 | 10.6 Md. 10.3 | 8.8 | 10.3 |
| 8.1 | 9.9 | 8.8 | 9.9 |
| Md. 8.1 | 9.1 | 8.7 | 9.6 |
| 7.9 | 8.3 | 8.6 | 9.1 |
| 7.2 | | 8.3 | Md. 8.8 |
| below 7.0 | | 8.3 | 8.7 |
| " 7.0 | | 7.9 | 8.4 |
| | | 7.7 | 8.1 |
| | | 7.6 | 7.6. |
| | | 7.2 | 7.1 |
| | | 7.0 | 7.1 |
| | | below 7.0 | |
| | | " 7.0 | |
| | | " 7.0 | |
| | | " 7.0 | |
| TOTAL NO.OF SCORES 9 | 6 | 17 | 13 |
| 8.0 | 10.3 | 8.0 | 9.2 |

Reading 103.1

Legend = Pretest
= Post test

Median Score Pretest 10.2
Post test 12.8

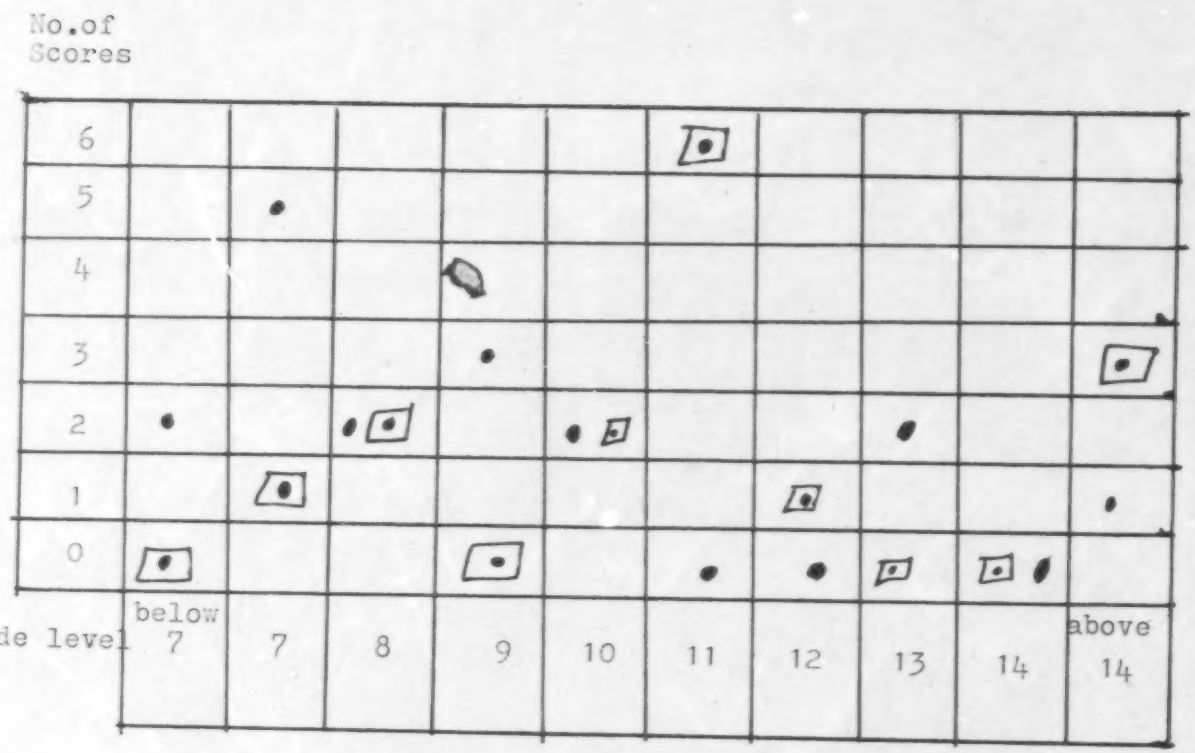


Reading 103.2

Legend = Pretest
= Post Test

Median Score Pre Test 8.7
Post Test 11.0

Frequency Distribution of Scores



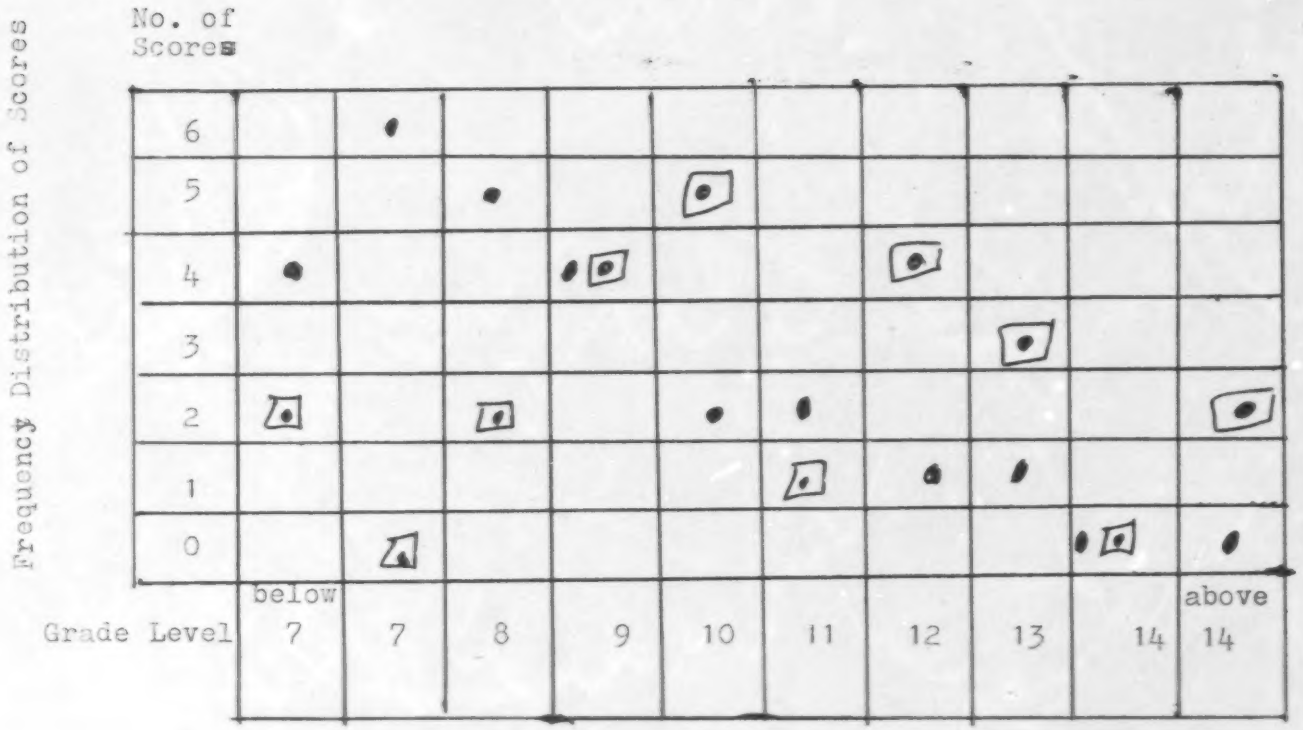

• 5 scores 10 th grade and above

• 12 scores 10 th grade and above

Reading 103.3

Legend ▪ Pretest
= Post test

Median Score = Pretest 8.3
Post Test 10.8



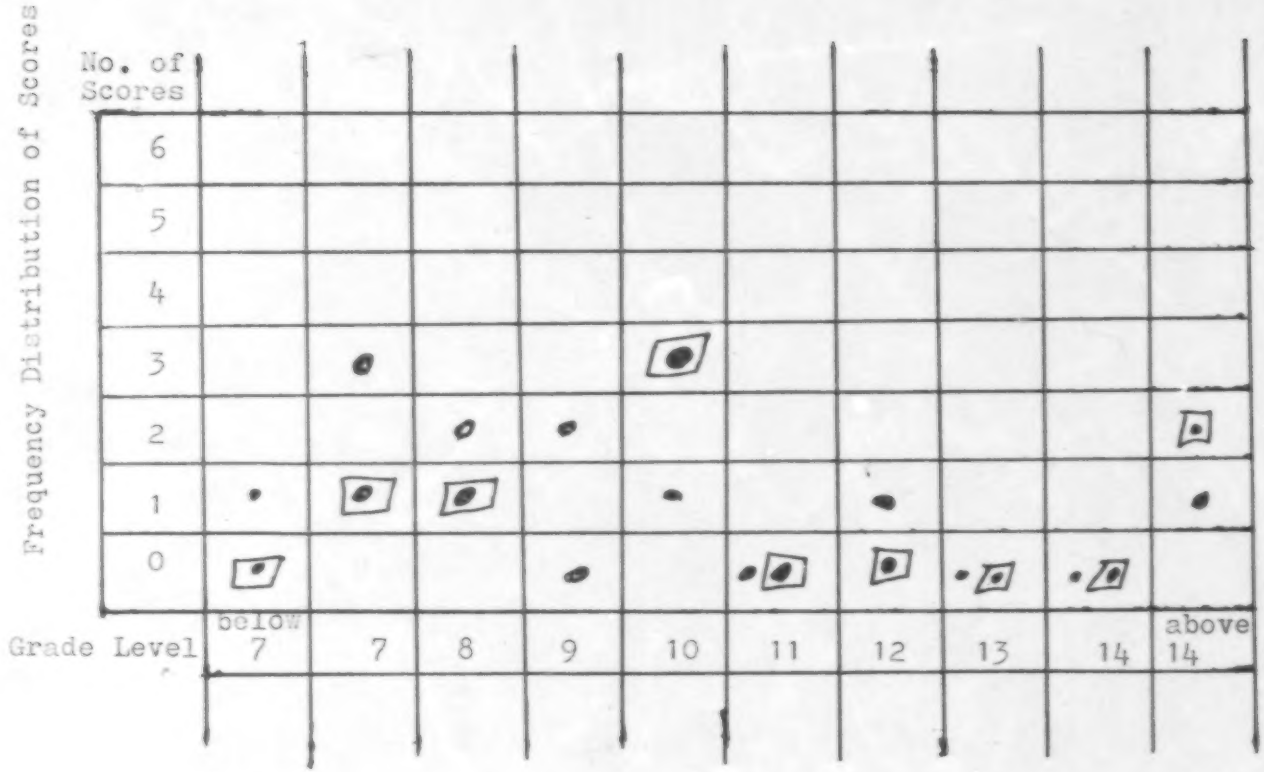

6 scores 10th grade and above

15 scores 10th grade and above

Reading 103.4

Legend = Pretest
= Post test

Median Scores= Pretest 8.6
Post test 10.5

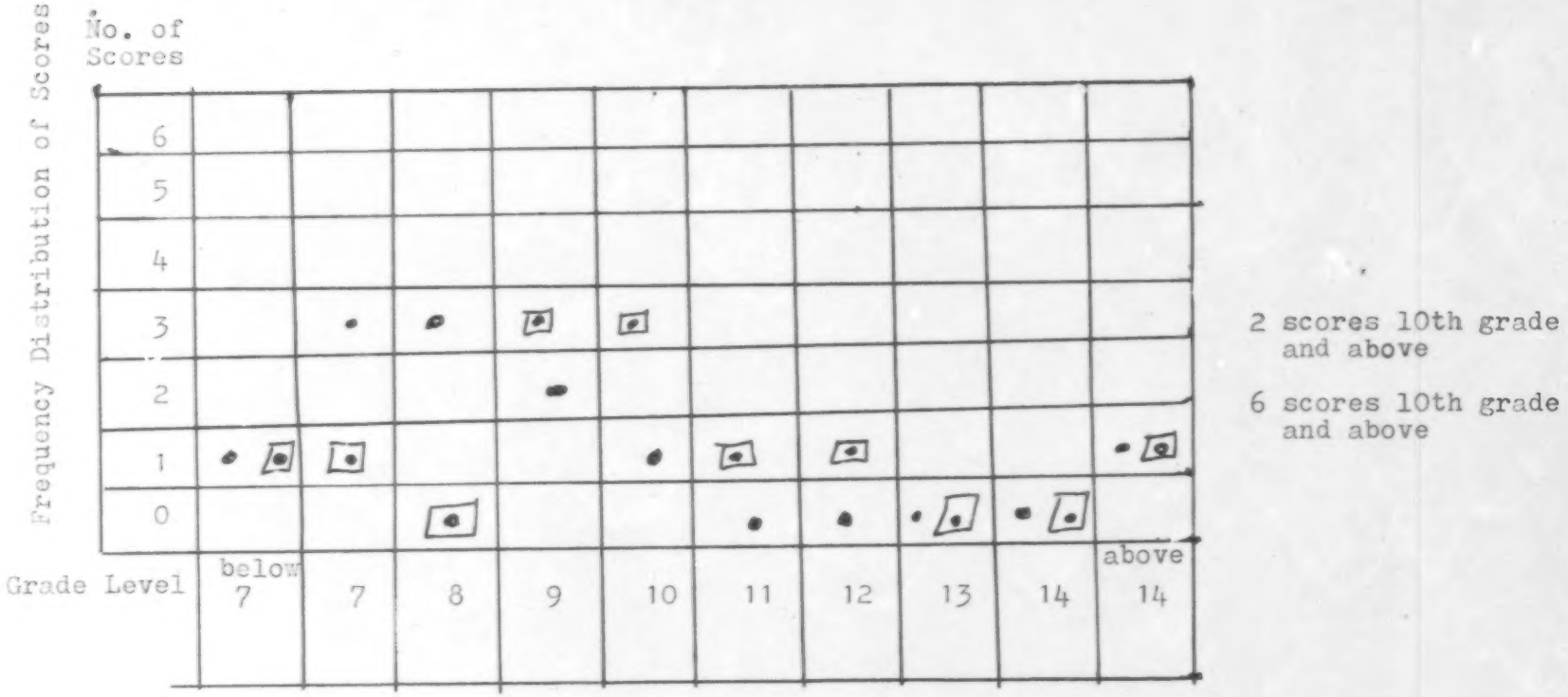



3 scores 10th grade level and above
5 scores 10th grade level and above

Reading 103.5

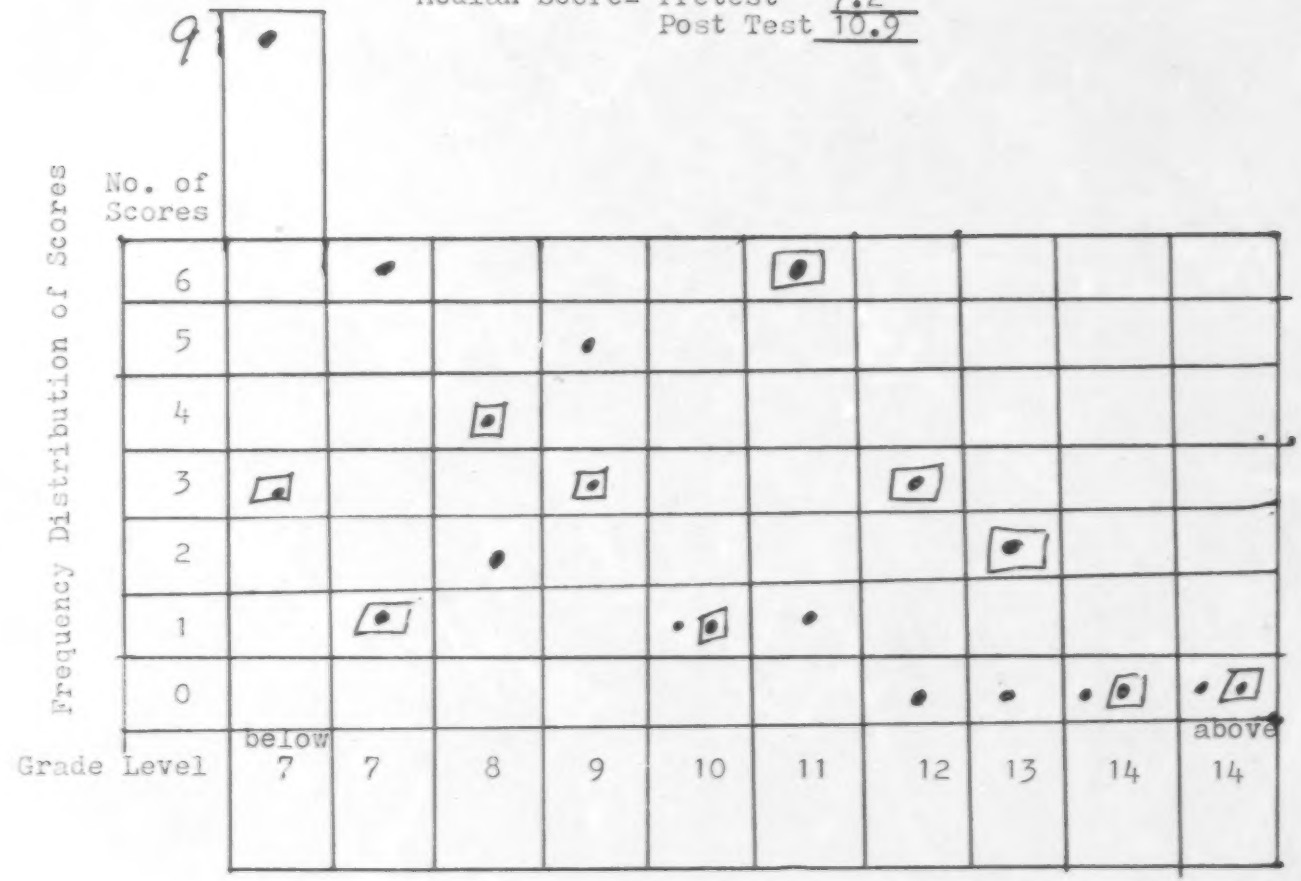
Legend = Pre test
= Post Test

Median Scores = Pre Test 8.4
= Post Test 10.4



Reading 101.1

Median Score= Pretest 7.2
Post Test 10.9




2 scores 10 th grade and above

12 scores 10th grade and above